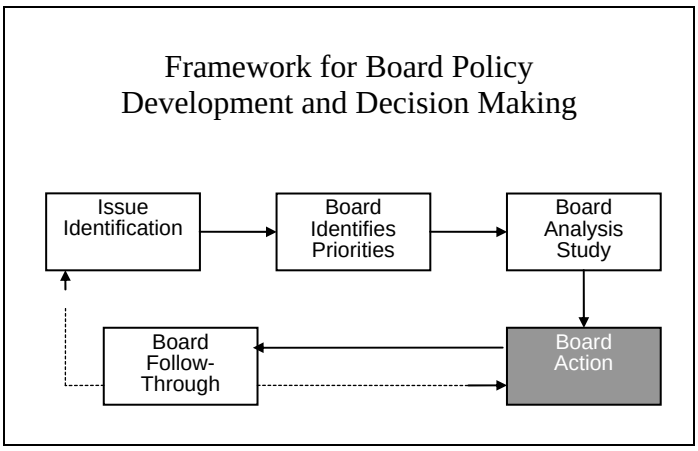
Iowa State Board of Education

Executive Summary

September 11, 2008



Agenda Item: Waldorf College's Practitioner Preparation Program

Iowa Goal: (3) Iowans will pursue post-secondary education in order to drive economic success.

Equity Impact Statement: These rules support the improvement of instructional practices and strengthen the quality of educator preparation and professional development programs to give educators at all levels the skills they need to improve teaching and learning.

Presenter: Arlie Willems, Administrative Consultant
Practitioner Preparation
Division of Early Childhood, Elementary, and Secondary Education

Attachments: 1

Recommendation: It is recommended that the State Board approve Waldorf College's practitioner preparation program through the next scheduled full accreditation visit, scheduled for the 2012-2013 academic year.

Background: Iowa Code 282—14.102(272) grants authority to the state board of education to set standards and approve practitioner preparation programs based on those standards. Waldorf College met the program approval standards as approved by the state board.

Recommendation for Continuing Approval
of

Waldorf College

September 11, 2008

Waldorf College, located in Forest City, is a four-year residential college of the Evangelical Lutheran Church in America. Waldorf began as an academy and business college in 1903, became a junior college in 1920, and in 2001, became fully accredited as a bachelors degree granting college by the Higher Learning Commission of the North Central Association of Colleges and Schools (NCA). The Waldorf Teacher Education Program was granted initial approval by the State Board on August 3, 2002.

Waldorf College currently enrolls approximately 670 students. The college offers nineteen majors, including both professional and liberal arts programs. Twenty-four teacher education candidates were recommended for licensure in 2007; the majority are elementary education majors. Waldorf offers eighteen endorsements.

A day-long preliminary review of the Waldorf College program was conducted on August 14, 2007, by the State Review Panel and the State Review Team. Comments and questions from that review were sent to the Waldorf Program for their response at the time of the review.

The site visit occurred February 3-6, 2008. During that time, team members reviewed documents and interviewed faculty, staff, administrators, students and practitioners affiliated with the Waldorf Program. The team examined six standard areas: Governance and Resources, Diversity, Faculty Performance and Development, Clinical Practice, Assessment of Candidate Knowledge, and Assessment of the Program. The following report is a summary of the team's findings.

CHAPTER 79
STANDARDS FOR PRACTITIONER PREPARATION PROGRAMS

General Comments

- The team compliments Waldorf College and the Teacher Education Program for implementing such a comprehensive program in the short time since its beginning in 2002.
- Students appreciate the small class sizes and individual attention they receive at Waldorf.
- Involvement of stakeholders and the advisory committee are well established.
- The peer mentoring system appears to assist new teacher candidates and thus strengthen the program.
- The Waldorf student education organization is active on and off campus.

SECTION A: GOVERNANCE AND RESOURCES

Initial Team Finding

Met Or Met with Strength	Met Pending Conditions Noted Below	Not Met

Strengths

- The Teacher Education Program is strongly supported by the college; both the administration and college faculty express appreciation for the important role that teacher education plays in the ongoing success of the institution.
- The Advisory Committee is active, and committee members express the opinion that the program actively seeks their input.
- Waldorf College has made effective use of the five year federal Title III grant to strengthen professional development and various instructional and support programs on campus.
- The information technology environment created for faculty and students is impressive.

Concerns/Recommendations

1) Immediate action should be considered to examine instructional assignments for the 2008-09 academic year. Discussions and decisions should involve TEP faculty and the Dean of Academic Affairs
2) Careful resource allocation is especially important when program-building is underway. While it is recognized that low course enrollments are necessary for a time in newer endorsement areas, it is necessary to ensure that allocations to other endorsement areas are sufficiently large so as not to hinder their ongoing effectiveness.
3) Immediate action should be considered to renew professional conversations with non-education faculty colleagues on a variety of issues.
4) TEP faculty leaders should monitor the use of adjunct faculty to ensure that the knowledge and skills of adjunct faculty are appropriate and sufficient to meet the expectations of the TEP and the learning needs of candidates.

Items that must be Addressed Prior to State Board Action:

1) Strong administrative leadership is required to address challenges facing the Teacher Education Program regarding communication, transparency, and cohesiveness as a unit. The team recognizes and encourages the efforts that are underway to consider the role of department chair. As this process continues, the roles and responsibilities of all participants in departmental activities should be clearly defined and expressed in job descriptions.
   Waldorf Program Response: A response submitted to the Department described meetings of the Teacher Education Program with the Academic Dean, outlined issues discussed and priorities for the

future of the program, delineated new roles for education department personnel, and explained the process for choosing the new department chair.

2) The curriculum materials available in the library are inadequate. The collection of teacher resource books is also inadequate and needs to be expanded and updated. A serious investment over the next few years is necessary to build and maintain adequate curricular materials.
   Waldorf Program Response: A response submitted to the Department included a three-year plan to strengthen the availability of curricular materials. The college is currently in the process of securing funds to support this initiative.
3) Because both the elementary and secondary methods instructors are responsible for preparing candidates to teach in multiple content areas, additional support is needed to assist those instructors in remaining current in multiple areas.
   Waldorf Program Response: A response submitted to the Department addressed the above concern in the following manner:
   1) Methods instructors are determining what professional journals and other resources will support their work.
   2) The college is in the process of securing funds to support these instructors in professional development.
   3) One credit hour release has been designated for each methods instructor for the 2008-09 academic year for professional reading/research, conferences, and site visits.

Final Recommendation: Items of concern have been adequately addressed and requirements have been met.

Met Or Met with Strength	Met Pending Conditions Noted Below	Not Met

SECTION B: DIVERSITY

Initial Team Finding

Met Or Met with Strength	Met Pending Conditions Noted Below	Not Met

Strengths

- The college has advertised nationwide for minority candidates in seeking to fill new faculty positions.
- The racial and ethnic diversity in Waldorf's student body has grown in recent years. The college has made an effort over the past ten years to attract more international students and students of minority heritage.
- The Academic Achievement Center for Excellence (AACE) can be accessed by students with diagnosed learning disabilities and offers the Strategies for Success program for students with low high school GPAs and/or low ACT scores.
- Students are required to complete at least one course that focuses on global awareness.
- College initiatives addressing diversity include: a local chapter of Amnesty International, an active Culture Club, mission trip opportunities, and the Community Artist Series and Waldorf Convocation Series that offer opportunities for students to develop awareness and perspectives on cultures unlike their own.

Concerns/Recommendations: The Institutional Report did not indicate specific plans for increasing or maintaining diversity. A response to the Preliminary Review Feedback indicated that coaches and extra-curricular departments have done the primary recruiting of minority students. The College is encouraged to intentionally support both current and future diversity on campus.

Items that Must Be Addressed Prior to State Board Action: None

SECTION C: FACULTY

Initial Team Finding

Met Or Met with Strength	Met Pending Conditions Noted Below	Not Met

Strengths

- Candidates describe professors as caring and approachable.
- The education faculty exhibits a genuine interest in their candidates and the candidates' preparation as teachers.
- A variety of areas of expertise are represented within the faculty of the program.

Concerns/Recommendations:

1) The team found distinct issues that appeared to hamper collaboration within the Education Department and with other departments on campus. The Dean and President will be addressing these concerns as they work with the Department in structuring direction and leadership for the future.
2) Several Education Department faculty members have specific areas of expertise that could be further utilized as the program redesigns leadership responsibilities.

Items that Must Be Addressed Prior to State Board Action:

1) As the result of a recent resignation, none of the Teacher Education Program faculty has teaching experience in the K-6 regular classroom. In order to adequately prepare elementary teachers, the program's faculty must include an individual with experience as a K-6 classroom teacher. Once an appropriate new hire is made, the program should inform the State so that recommendation for continued approval can move forward.
   Waldorf Program Response: A response submitted to the Department included the employment of an instructor with appropriate K-6 experience.
2) One professor recorded an incomplete record team-teaching requirement.
   Waldorf Program Response: A plan to address the above item was presented to the Department and will be completed during the first semester of the 2007-2008 academic year.

Final Recommendation: Items of concern have been adequately addressed and requirements have been met.

Met Or Met with Strength	Met Pending Conditions Noted Below	Not Met

SECTION D: CLINICAL

Initial Team Finding

Met Or Met with Strength	Met Pending Conditions Noted Below	Not Met

Strengths

- The program provides experiences in the school setting early and often, including the opportunity for candidates to explore the field to determine if they are suited for teaching.
- It is evident that an effort has been made to connect coursework with classroom practice**.**
- Community service is incorporated into student requirements.
- The multicultural practicum in diverse settings (e.g. Des Moines and Minneapolis) helps candidates develop important perspectives.
- Collaboration between the Department and area schools is evident and appears strong.

Comments from Students:
"Student-teacher ratio is great! We are more than a number and our professors answer emails immediately."
"I know exactly where I'm headed and what I need to do to get my goals done."
"When we come to (specific instructor) with specific questions, we are encouraged to discuss possibilities without just having the answer given to us."

Comments from Cooperating Teachers:
"Student teachers do an excellent job, way better than I did."
"I would take another Waldorf student teacher. It has been a good experience."
"Waldorf students have high personal standards of behavior. They are professional and confident."
"The students are encouraged to branch out and get endorsements. Their exposure to special education and reading endorsements, etc. gives them breadth."

Comments from Area Administrators:
"Student teachers are much more savvy about technology than many experienced teachers."
"Waldorf faculty members are very supportive and are willing to help with any problem that occurs."
"We've hired Waldorf graduates because we know their preparation is strong and we've had positive experience with them."
"It's not easy to do, but Waldorf has counseled a few kids out of education. I consider it a service to education because if there is no true joy and love of kids, that student shouldn't go into the profession."
"Waldorf has high expectations for student teachers. Nothing is left to chance."

Comments from the Advisory Committee:
"Whenever I communicate with Waldorf, I am listened to."
"The program is constantly asking for input regarding both strengths and areas for improvement."
"We are seeing more new strategies being taught. New teachers are much better prepared than I was."

Concerns/Recommendations

1) Candidates need more instruction and experience in using formative, ongoing assessments to guide instruction.
2) Although expectations appear clearly defined for student teaching, further clarity of expectations for pre-student teaching field experiences could improve the experiences for candidates and/or their cooperating teachers.

3) Candidates in endorsement areas with small numbers of candidates report a sense of isolation. Methods courses for some of these candidates could be restructured, perhaps with more collaboration between education faculty and content faculty.
4) Evidence indicates that efforts are being made to provide students with experiences in diverse classroom settings as defined by the program. Consideration should also be given to diversity such as gifted/talented, at-risk, and special education.

Item that Must Be Addressed Prior to State Board Action: In order to ensure that all candidates have a variety of clinical experiences, the program must implement a method of documenting all field experiences for each candidate.

Waldorf Program Response: A plan submitted to the Department indicated that an active data base will be adapted to document individual clinical experiences.

Final Recommendation: Items of concern have been adequately addressed and requirements have been met.

Met Or Met with Strength	Met Pending Conditions Noted Below	Not Met

SECTION E: CANDIDATE ASSESSMENT

Initial Team Finding

Met Or Met with Strength	Met Pending Conditions Noted Below	Not Met

Strengths

- INTASC standards are introduced early and then reinforced; rubrics based on INTASC standards are used in syllabi and assignments.
- There is evidence that national professional standards and state licensure standards are included in coursework and program design.
- The unit takes seriously their responsibility to provide candidates opportunities for developing dispositions and knowledge related to diversity.
- A stand-alone course, "Reading in the Content Areas," provides strong preparation for teachers of secondary students to integrate reading strategies into content areas.
- The Education Department is in the process of curricular revisions to further integrate differentiated learning strategies.

Concerns/Recommendations: The team encourages the program to explore options that will allow education students to participate in the Waldorf College Honors Program.

Items that must be Addressed Prior to State Board Action: None

SECTON F: PROGRAM ASSESSMENT

Initial Team Finding

Met Or Met with Strength	Met Pending Conditions Noted Below	Not Met

Strengths

- The unit has shown alignment among the institution's mission, the unit's mission, and the conceptual framework.
- A wide range of stakeholders has been involved in the program's assessment work.
- Multiple criteria and assessments are used for admission as well as throughout the program.
- The unit has developed an extensive matrix identifying courses throughout the program in which candidates' performances are assessed.
- A number of scoring rubrics for assessing candidates' performances have been developed to be used with specific coursework assignments.
- The student teaching evaluation is comprehensive and includes all program goals/benchmarks.

Concerns/Recommendations

1. While the unit has collected information on individual candidates, there is no system in place for aggregating and analyzing any data for the purpose of program evaluation. The unit should begin the process of developing a program evaluation system by considering data collected on summative candidate assessment.
2. All parts of the assessment system, both for candidate screening/assessment and for program evaluation, need to be aligned with program goals/benchmarks. The unit has included many pieces in an assessment system, but these pieces lack the sequencing and cohesion necessary to build credible and useable assessment system.
3. The cooperating teacher evaluation forms for student teaching assignments are directly aligned with program goal/benchmarks. The forms for other clinical experiences need to be revised to reflect a more direct alignment to program goals/benchmarks.
4. Currently, the sole function of the Teacher Education Committee appears to be screening teacher education candidates by processing applications for admission to the program and to student teaching. If the function of the committee remains intact, candidates should not be members.

Items that must be Addressed Prior to State Board Action:

1) The unit needs to aggregate the data that it has collected to begin the process of program evaluation. At the present time, the unit has summative assessment data collected in the form of student teaching evaluations and some general interview feedback from recent graduates. This data needs to be aggregated in a way that provides feedback to the unit on the effectiveness of the program in meeting program goals/benchmarks. While this process in itself will not comprise a program assessment system, it will begin the practice of using assessment data for continuous program improvement.
   Waldorf Program Response: A system has been developed to aggregate the summative data. These data will be collected on an on-going basis following each semester of student teaching. This aggregation will become part of a more comprehensive system in development with assistance from an assessment consultant.
2) The unit needs to develop a plan for a cohesive, purposeful system of program assessment. This will include determining the following:
   - the most appropriate methods to collect data in a systematic way.
   - how this data will be aggregated and organized so that it is useful for program assessment.

- a procedure for regularly analyzing the data in order to make decisions about program effectiveness and program improvements.

Waldorf Program Response: The program has worked with an assessment consultant and has submitted to the Department an action plan for the development of a comprehensive assessment system. The program will submit to the Department an update on progress at the end of the 2008-09 academic year and will submit summary data and use of that data for the 2009-10 and 2010-11 academic years.

Final Recommendation: Items of concern have been adequately addressed and requirements have been met.

Met Or Met with Strength	Met Pending Conditions Noted Below	Not Met

All standards have been met. The Waldorf College Practitioner Preparation Program is recommended for continuing approval.

Iowa State Board of Education

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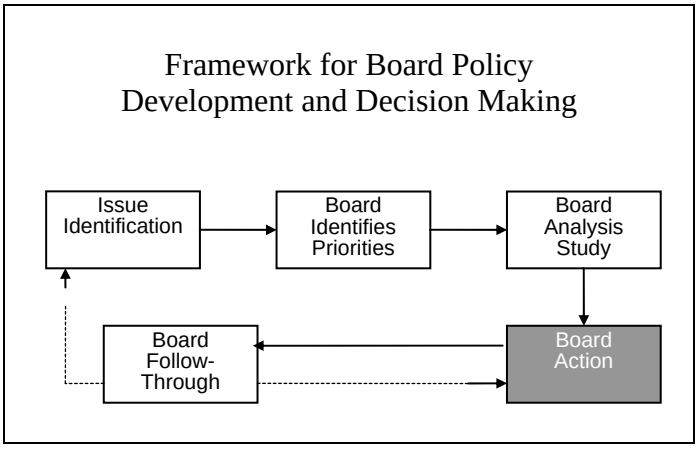

Agenda Item: Maharishi University of Management's Practitioner Preparation Program

Iowa Goal: 3. Individuals will pursue post-secondary education in order to drive economic success.

Equity Impact Statement: These rules support the improvement of instructional practices and strengthen the quality of educator preparation and professional development programs to give educators at all levels the skills they need to improve teaching and learning.

Presenter: Arlie Willems, Administrative Consultant
Practitioner Preparation
Division of Early Childhood, Elementary, and Secondary Education

Attachments: 1

Recommendation: It is recommended that the State Board approve Maharishi University of Management's practitioner preparation program through the next scheduled full accreditation visit, scheduled for the 2012-2013 academic year.

Background: Iowa Code 282—14.102(272) grants authority to the state board of education to set standards and approve practitioner preparation programs based on those standards. Maharishi University of Management met the program approval standards as approved by the state board.

Recommendation for Continuing Approval
of

Maharishi University of Management

September 11, 2008

Maharishi University of Management, founded in 1971 by Maharishi Mahesh Yogi, integrates higher education with an approach known as Consciousness-Based education. The University, located in Fairfield since 1974, is accredited by the Higher Learning Commission and is approved to offer eleven undergraduate majors, four master's degree programs, and two doctoral degree programs. All courses are taught in a block system, one course at a time.

In the fall of 2006, Maharishi University enrolled 863 students, including 465 full time and 398 part-time students. These students came from 38 states and 64 countries. The Maharishi Teacher Education Program provides ten endorsement areas, graduating under ten teacher candidates each year.

The University has a laboratory school on campus, the Maharishi School of the Age of Enlightenment. The school, serving over 200 students from kindergarten through grade 12, employs the University's Consciousness-Bases educational approach. The Maharishi School, whose students consistently score in the top 1% of Iowa school on standardized tests and regularly succeed in academic competitions, provides a valuable clinical site for education students.

A day-long preliminary review of the Maharishi University program was conducted on August 13, 2007, by the State Review Panel and the State Review Team. Comments and questions from that review were sent to the Maharishi Program for their response at the time of the review.

The site visit occurred October 29-31, 2007. Visits to schools with student teachers were conducted in April of 2008. During the time of the visits, team members reviewed documents and interviewed faculty, staff, administrators, students and practitioners affiliated with the Maharishi Program. The team examined six standard areas: Governance and Resources, Diversity, Faculty Performance and Development, Clinical Practice, Assessment of Candidate Knowledge, and Assessment of the Program. The following report is a summary of the team's findings.

CHAPTER 79

STANDARDS FOR PRACTITIONER PREPARATION PROGRAMS

General comments:

- The Teacher Education Program (TEP) is well-respected across the campus.
- The TEP has worked to establish solid relationships with area schools.
- University administration indicates strong support for the TEP and views it as a valued component in fulfilling the mission of the University.
- The foundation of Consciousness-based Education provides a platform for a unique education program.
- The mission of the university is fully integrated throughout the education curriculum, university governance, teaching practices, and life choices of faculty, staff, and students.

SECTION A: GOVERNANCE AND RESOURCES

Initial Team Finding

Met Or Met with Strength	Met Pending Conditions Noted Below	Not Met

Strengths

- The education unit has responsibility for education programming and preparation of teachers.
- There is evidence of collaboration between the education department and other departments on campus, the Maharishi school, area public schools, and home school providers.
- Commitment by the university is strong regarding finances, teaching resources, facilities, and equipment. The university fully supports continued development and growth of the education division. The university has sustained financial support of the education division through times of lower enrollment in anticipation of continued growth.
- The library at the Maharishi school is a good resource for pre-service educators, particularly for children's literature.

Concerns/Recommendations

1) The curriculum lab in the library, both the elementary and secondary sections, should be updated with additional materials, particularly in elementary texts in the content areas.
2) Because methods instructors must remain current in a number of content areas, the university and program are strongly encouraged to increase the availability of content area journals at both the elementary and secondary levels through increased subscriptions for the library and/or subscriptions for faculty.

Item that must be Addressed Prior to State Board Action: None

SECTION B: DIVERSITY

III. 281-79.11(256) Diversity

Initial Team Finding

Met Or Met with Strength	Met Pending Conditions Noted Below	Not Met

Strengths

- Maharishi University of Management (M.U.M.) supports an incredibly diverse student body, in terms of age, socio-economic status, nationality, and language background. This diversity is reflected in the composition of the candidates in the teacher preparation program at M.U.M.
- Candidates report that the opportunity to interact with university students from different cultures and countries enhances their awareness and ability to become effective teachers of diverse students.

Concerns/Recommendations: The institution is encouraged to support the program's efforts to recruit increasingly diverse candidates. Plans to recruit teacher candidates from inner city schools and Native American reservation schools (among other diverse areas) have a good likelihood of success if adequate resources are provided for the endeavors.

Items that Must Be Addressed Prior to State Board Action: None

SECTION C: FACULTY

Initial Team Finding

Met Or Met with Strength	Met Pending Conditions Noted Below	Not Met

Strengths

- Education faculty members are actively involved in university-wide leadership and university committees. They provide workshops to university faculty on model pedagogy; this past year education faculty trained university faculty in differentiation.
- Select faculty are leaders on the national level in research and publication in their academic (teaching/content) areas.
- The low candidate-instructor/professor ratio allows for individual attention for candidates.
- Current students and alumni interviewed gave glowing reviews of their experiences in education coursework; credit was given to the TEP's core faculty.

Concerns/Recommendations

1) Some education faculty members are not members of content/pedagogy organizations that serve as the recognized forums on cutting-edge research and pedagogy (i.e. NCTM, IRA, NCTE, NCSS etc.). Such membership is important to enable faculty to remain current in the field in order to connect candidates with best practice.
2) Faculty in professional education has limited experience/background in PK-12 public schools. Given the experience of the faculty, and given the fact that candidates are preparing are to be licensed to teach in both private and public schools, the team strongly recommends that a preponderance of the 60 hours of the team teaching requirement should be completed in public K-12 settings.

Items that Must Be Addressed Prior to State Board Action: None

SECTION D: CLINICAL

Initial Team Finding

Met Or Met with Strength	Met Pending Conditions Noted Below	Not Met

Strengths

- Cooperating teachers and student teachers have a good understanding of the content and expectations found in the well-organized student teaching handbook.
- Cooperating teachers expressed appreciation for the extensive communication and support from the education faculty with their field experience and student teaching candidates.
- The two full-time education department faculty members who teach education core courses on campus also supervise teacher education candidates in the field, establishing continuity in the program.
- Elementary candidates have at least one public school assignment for student teaching.
- Secondary candidates usually are in the public school for student teaching.
- The program is flexible to meet the needs of candidates.

COMMENTS FROM COOPERATING TEACHERS/PRINCIPALS:

- **"…**my student teacher was so knowledgeable about reading, math, and social studies content in addition to having great classroom management…"
- "…we see our student teachers using a variety of teaching techniques…"
- "…(the supervisor) was always there to make sure everything was going OK, and support us however we needed…"
- "…the student teacher exit interview with me, the student teacher and the M.U.M. advisor was so strong!"
- "I have worked with MUM students for many years and I continue to see them get stronger and stronger in being ready to teach."

COMMENTS FROM STUDENTS/STUDENT TEACHERS:

- "…we are learning a lot of different teaching strategies such as differentiation and cooperative learning."

- "My supervisor teacher won't let me slide on the little things. They really hold me accountable for growth."
- "I get great feedback from my supervising teacher."

Concerns/Recommendations: Student teaching seminars are held on Saturday's during student teaching; the M.U.M. faculty indicated that regular attendance is sometimes a problem. The team recommends that the program explore other options to help improve attendance and, thus, consistency.

COMMENTS FROM STUDENTS/STUDENT TEACHERS:

- "I liked being at a secondary school for my first experience, but I wasn't ready to have so many preps. That wasn't M.U.M.'s fault, but it was hard."
- "It was hard being in the public school for the first couple of weeks after being in the MUM environment. I felt like I was on sensory overload and missed the focus on low stress."

COMMENTS FROM COOPERATING TEACHERS/PRINCIPALS:

- "It might be helpful for the students to have more practicum experience in the public school."

Items that must be Addressed Prior to State Board Action:

1) Please submit a plan that outlines the intent of the program to increase student teaching and pre-student teaching clinical experiences in the secondary program. Such an outline should consider: a) creating equivalence between clinical requirements for elementary and secondary; b) meeting the increased clinical requirements of the newly adopted Chapter 79 administrative rules; and c) ensuring appropriate experiences that enable all program completers to be prepared as beginning teachers.

Maharishi University Response: M.U.M. has submitted to the Department a summary of the new program requirements that will take effect in the fall of 2008. These requirements exceed the Chapter 79 requirements.

2) Despite the advantage of small classes, the small number of candidates requires all secondary candidates to take the same methods class. Therefore, the secondary methods course does not specifically meet the requirement of a content methods course. For example, it was hard to find direct examples/application to an art classroom; most examples were math/science/language arts. Please consult with the DE and determine a plan to address this issue.

Maharishi University Response: A plan submitted to the Department includes a thorough syllabus for a new methods class that addresses the content methods requirement at the secondary level. A modified professional development school model has been adopted, utilizing collaboration between the university professor and secondary mentor/instructors.

Final Recommendation: Items of concern have been adequately addressed and requirements have been met.

Met Or Met with Strength	Met Pending Conditions Noted Below	Not Met

SECTION E: CANDIDATE ASSESSMENT

Initial Team Finding

Met Or Met with Strength	Met Pending Conditions Noted Below	Not Met

Strengths

- Student performance is assessed by a variety of critical tasks (e.g. case study, research paper, portfolio).
- Alumni noted strong preparation especially regarding the following: the importance of relating to students at a personal level; cultivation of creativity in students; and the use of e-portfolio in obtaining their first teaching positions.
- The block system provides opportunity for students to concentrate on one content course at a time which allows for immersion into that specific area. This is especially valuable for methods courses.

Concerns/Recommendations

1) The team recommends that, as the university considers potential growth of the secondary education program, it review the options of content courses offered that support endorsements.
2) It is recommended that the program consider the coming dispositions work supported by the TQE grant. Although dispositions are assessed throughout the program, the dispositions assessed are limited in scope.
3) The small number of candidates in the program, which in turn means few faculty members, can sometimes limit the different viewpoints/experiences from faculty and fellow candidates. The team recommends that the program consider this issue and provide/encourage input from other sources.

Items that must be Addressed Prior to State Board Action: None

SECTON F: PROGRAM ASSESSMENT

Initial Team Findings

Met Or Met with Strength	Met Pending Conditions Noted Below	Not Met

Strengths

- Alumni and employers are asked to assess the program, and stakeholders use that data to inform the program on an annual basis.
- As noted in the candidate assessment section above, information on candidate performance is collected through a variety of critical tasks with a variety of measures. Some rubrics (measures) appear well-developed and promote reliability and construct validity.

Concerns/Recommendations

1) Although graduate work (MAT) has different requirements, a research methodology course may be of value, as well as a capstone research-based experience such as a thesis or creative component to recognize and achieve master/graduate level work.
2) The team encourages you to continue to collect data on a regular basis as the TEP has a small number, making it hard to draw conclusion from data. In addition, the program will want to utilize the questions that come from the annual reviews to revise the surveys to ensure the collection of meaningful data. As program requirements (standards) stabilize, continue to develop electronic ways of collecting and maintaining data at the candidate and program level in order to observe trends over time.

All standards have been met. The Maharishi University of Management Teacher Preparation Program is recommended for continuing approval.